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ABSTRACT

A study was conducted to develop a model that would promote sex equity by increasing the enrollment of nontraditional sex membership in occupational education programs at North Carolina community colleges. In order to gather input from the colleges involved as well as educational and community leaders, a series of three conferences was planned to be held over a period of 18 months. The first conference focused on the current status of sex stereotyping and programs to overcome it in North Carolina; the second conference provided a format for dissemination of the first draft of a model developed based on the findings of the first conference; and the third conference is to be conducted to receive validation and feedback on the pilot-tested model. One person from each of the 58 institutions involved was selected to attend the conferences. The model developed as a result of the conferences consists of a framegame (an informal gamelike activity that may be used to gain consensus and problem resolution within management groups). Framegame activities include a kind of card game similar to poker with cards representing various strategies for implementing sex-fair policies and programs. The framegame's benefits are its ability to promote consensus, to insure input from all participants, and to make all individuals involved in the creation of the final model feel a sense of ownership for it. It was recommended that the framegame be used for implementing sex equity programs only if those involved are truly committed to sex equity. (KC)

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A Framegame Approach to Equity Planning

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A Framegame Approach to Equity Planning

Recent legislation has focused on equity issues and has mandated change to insure more equitable treatment of minority groups and women, but the burden of implementation lies with administrators who discover that a mandate in no way assures that change will indeed occur.

This article is a description of the way one project was conducted to insure for change and commitment from the population involved. The technique described here was used to develop a model to increase non-traditional enrollment in vocational programs of the Community Colleges of North Carolina, but it can easily be adapted to other equity issues and the individual needs of a variety of groups. This cookbook approach is a step toward providing administrators with the skills they need to comply with the new legislation, whatever their roles.

The Problem

A current review of research and practices in vocational education indicates that sexual equality can be attained only when:

1. Administrators are committed to making sex equity a high priority issue.
2. Teachers and counselors are trained to implement sex fair exploration and recruitment programs.
3. Teachers in classrooms, shops, and laboratories are trained to support pioneering students in non-traditional courses.
4. Vocational educators recognize that sex equity must extend to both male and female students (Verheyden-Hilliard, 1979).

A Model to Increase Nontraditional Enrollment in Vocational Education

The purpose of the study was to develop a model that would increase the enrollment of nontraditional sex membership in occupational education programs at North Carolina community colleges. One immediate concern in approaching this task was how best to collect input from the schools and develop a model which would serve both local and state needs. An additional concern was how to elicit commitment and involvement from a population who might tend to view the project as an interference with local initiative.

Project Design

To meet these stated objectives a series of three conferences were planned to be held over a period of eighteen months. Each conference was designed for a specific purpose:

1. The first conference was focused on the current status of sex stereotyping and programs to overcome it in North Carolina. Data was collected and analyzed for use in the development of the model for leadership development and community growth. The Framegame which follows was used to structure data collection efforts at this conference.

2. The second conference provided a format to disseminate a draft of the model and accompanying materials whose development was based on the findings of the first conference.

3. The third conference will provide the opportunity for feedback and a validation of the pilot tested model and materials. As a result of this conference an analysis of the data collected will be undertaken to determine what additions, modifications, or changes need to be addressed in the development of the project model (projected for October of 1981).

Population

Conference participants were selected on the basis of their vested interest in promoting sex equity issues at their institution. One member from each of the 58 institutions was selected for participation at the first conference with the hope that the same individual would be available to act as "institution liaison" throughout the

project. The development of the model was predicated upon the active involvement of those persons confronted with the problems of reducing sex bias and sex stereotyping in their daily work roles. By including these practitioners in the process of planning and data collection it was intended that the model and materials developed would reflect a viable solution to individual community needs throughout the State.

Conference One Data Collection and Analysis

Two methods of data collection were used at the time of the first conference and utilized in development of the model:

1. A questionnaire was devised and mailed out to each institution's participant before the conference to assess perceived blocks to increasing nontraditional enrollment, preference for types of materials, and an estimation of the institution's commitment to the problem. Results were analyzed to determine if a variation occurred based on size of the school, type of institution, and located within the state.

2. During the conference an informal, concensus-finding tool called a Framegame (Dormant and Thiagaranjan, 1977) was used as an activity to promote contributions from all participants and establish their priority concerns.

What is a Framegame?

A Framegame is an informal gamelike activity which may be used most advantageously to gain consensus and problem resolution within management groups. Initially content free, the Framegame is merely a process to which questions to be answered or concerns to be addressed may be attached. On the highest level it is the perfect consensus finding tool, which inadvertently assures contributions from all members of a group and insures their "ownership" of a solution. Better yet, the Framegame has a built-in "secretary effect," which provides a built-in record of ideas ordered by the group. At the very lowest

level it remains an exciting, active way to conduct what might otherwise have been a dull, boring, or even argumentative meeting. The description which follows should bring to mind ideas of how the Framegame can be adapted to the individual needs of administrators as they seek to provide a leadership role for the institutions they serve.

Sample Framegame Structure

The facilitator should begin by briefly describing the Framegame concept, joking on its similarity to poker, and encouraging participants to "free up" (but listen carefully to instructions) as there is a definite method to what may (at first) seem madness.

Group Grope

Facilitator Instructions	Explanations
Provide an abundance of 3 x 5 cards.	
1. Ask each participant to take 5 cards and write one idea or concern on each card.	At this point given 30 participants, 150 ideas have been generated. Give participants plenty of time to write. In the sex equity project participants were asked to list 5 blocks to nontraditional enrollment they had encountered personally.
2. Tell participants to prioritize the 5 cards in their hand from most to least important and write the corresponding number 1-5 on the card as a record of their thought.	The prioritizing of ideas begins. This activity will help to provide focus and order to the ideas generated, for the group as well as for individuals.

3. Ask participants to discard the two lowest cards and collect these.	Label these cards "Discard I" and save them as a record of less popular alternatives which were discarded early.

Birds of a Feather

1. Ask each participant to look at his/her top priority card, choose one word which best represents that idea, and write that one word on the back of the card.	This is the beginning of focusing on priority problems and identifying issues.
2. Next, ask participants to walk around the room, SILENTLY, until they find others with the same word as their own. When they find those people they are a group.	This beginning effort to structure groups is effective because it is non-directed. Participants can easily see the relationship between their concerns and the concerns of others. The sharing of top concerns is immediate, complete, and amazingly silent.
3. Tell those individuals who can't find another person with the same word to come to you where you may assign them to groups based on similarity of thought.	Now, self-styled committees have formed. These groups represent the combination of "like minded" adults. Perhaps their common interest in this subject can be utilized on a later "Task Force"! In the case of

the model referred to here, these groupings became topic headings and helped to provide structure to the disordered flow of ideas in later writing efforts.

Team Steam

1. Next, ask the groups to pool their cards (each person has 3 to share) and develop a new "group" prioritized list. Write these new group priority numbers on the cards.

   Group interaction is required at a rather impersonal level. In this case, comments are likely to be "let's move this card here" and less likely to be "Your idea stinks." This can be a real blessing when discussing what may be for some people emotional equity issues.

2. Have the groups discard their lowest priority card. (The bottom 3 cards in a 3 person group, the bottom 2 cards in a 2 person group, etc.).

   Label these cards "Discard II" and save them as a record of ideas which were considered and rejected as low priority items.

3. Have the group generate strategies for how to respond best to each idea listed. These may be recorded on the back of each card and reported to the entire group (if time permits).

   In the "model" project, participants were to develop strategies to overcome the blocks they had listed initially. Their perception of the seriousness of a block was of real advantage

	in developing a strategy to overcome it.
4. Have each group band their cards together and label them.	You have a built-in record of all the work and ideas generated!

These cards were the basis for the model which was developed as a result of the data assessment conference. Interest groups which developed naturally became the natural categories for a topical outline which structured the final model. An excerpt from the model follows to illustrate the result of the work of the "Raise the Level of Public Awareness" Committee as it appears in the final model.

1.0.0 Raise the Level of Public Awareness	
Strategies	**Activities**
1.1.0 Work with the Community at Large	
1.1.1 Use a variety of media and methods to create an awareness within the community of the changing roles and new educational and employment opportunities available to men and women in today's society.	Place program information in places where it is most likely to be read by target groups involved in traditional activities (e.g., information directed towards females in laundromats/beauty salons; towards men in barber shops, service stations; towards both in sport complexes, arenas). Meet with equal rights groups to publicize school concern and benefit from their expertise. Prior to the beginning of each school year, advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to sex. Include a brief summary of program offerings and admission criteria in public announcements along with the name, address, and telephone number of the person(s) designated to coordinate Title IX and Section 504 compliance activity. Design public notification and promotional literature to reach not only the majority community but also minority communities which may not utilize majority media. Avoid creation or perpetuation of stereotypes through text or illustration. To the extent possible, pictures should portray males and females in programs and occupations in which these groups traditionally have not been represented.
1.1.2 Establish advisory councils made up of business people committed to affirmative action hiring.	Compile a list of trade unions/organization's local presidents for student use. Solicit sponsorship of and publish job Opportunities Bulletin which posts vacancies with cooperating employees.

Strategies	Activities
1.1.3 Promote a statewide public awareness campaign to present non-traditional role models.	Include persons of different sexes in recruiting teams.
1.1.4 Articulate efforts between the various agencies currently involved in promoting sex equity programs in the community.	Invite community representatives to inservice training meetings. Solicit participation in awareness programs from other educational and community groups involved in sex equity efforts in order to reduce duplication of efforts.
1.1.5 Stimulate and encourage efforts by community groups to promote sex equity issues where no effort currently exists.	Organize public library displays on non-traditional programs and enrollments. Convey information and heighten awareness through bulletin boards, displays, posters, newspaper inserts, and other media.
1.1.6 Provide model programs and materials to various community agencies to support their sex equity efforts.	Conduct "open house" programs during work and nonwork hours to expose community to nontraditional programs. Invite media personnel to classes, emphasizing innovating nontraditional accomplishments.

Strategies	Activities
1.2.0 Collaborate with Employers	Insure that all promotional efforts (including activities of school officials, counselors, and vocational staff) are undertaken in a manner that will not create or perpetuate stereotypes or limitations based on sex. (Examples of promotional efforts are career days, parents' nights, shop demonstrations, visitations by groups of prospective students and by representatives of business and industry).
1.2.1 Promote attitude change among employers through a variety of methods.	
1.2.2 Make consciousness raising activities available to employers for use at professional meetings.	
1.2.3 Articulate efforts among students, counselors and employers through workshops and other means.	Arrange for local trade association representatives to view classroom activities involving training of nontraditional students.
1.2.4 Provide employers with factual information concerning absenteeism, job retention, job satisfaction and dependability of nontraditional employees.	Publish general information about nontraditional students in different program areas and distribute to local employers working in these areas.
1.2.5 Target special efforts at small businesses and local industries to promote employment of nontraditional graduates of local community college vocational programs.	Formally recognize employers who hire nontraditional personnel through awards and listings in applicable community college publications.
1.3.0 Relate to the Needs of Significant Others (Family, Spouse, etc.).	

Additional Framegame Strategies

Perhaps the biggest advantage of the Framegame is its adaptability to individual needs. Some alternative strategies follow:

1. Have a set of previously generated alternative strategies available for individuals to select from at the time of their first discard to bring their "hand" back to a set of 5 cards. Then have them re-prioritize the cards and discard again before the Birds of a Feather activity. In this way you have a chance to input on discussion without appearing pushy or overly constructive.
2. Teams may be asked to develop a team name. This will help increase a feeling of group identity and purpose, and it always injects an element of humor.
3. Ask groups to develop a bumper sticker which adequately conveys the group's top priority as a part of the Team Steam activity (more humor).
4. Group consensus may be forced (if that is a goal) to create a public list of each group's top 10 non-redundent priorities. Simply go around the room having each group supply their next non-redundant priority and list these on a blackboard or wall chart. By having each group supply the priority they assigned each idea, a chart can be developed and numerical values totaled to develop a public list.
5. The Great Debate may follow this activity with speakers nominated to present their group philosophy.
6. You Are What You Eat? provides an informal opportunity for participants to reflect on how well group goals reflect their personal concerns.
7. Passing the Buck may be used where budgeting and money is at issue. Groups may be given play dollars to represent the total budget figure.

By dividing their dollars according to group priorities into shoe boxes labeled to represent budget line items, a sample budget may be prepared. Simply divide the total dollars in each box by the number of groups for a rough estimate. A "marked deck" of dollars can provide a record of how each group planned the budget. Perhaps color coded currency is a less covert and more ethical approach.

8. With the help of a well-qualified computer scientist, these priority lists may be quantified for statistical scrutiny, though the original reason for using a framegame may be lost in this kind of mathematical manipulation.

9. What's On Your Mind? For this activity, the facilitator should set the mood by describing a situation which is warm, friendly, and confidential. The appropriate situation to suggest may vary with facilitators. A sample scenario might run something like this:

> I'm an old friend from out of state who has come to visit with you for a few days. We've gotten past all the news, reliving the "old days," and now we're settling down to talk about work and our career goals. I tell you that I'm working on a sex equity project in my state and describe my situation to you. This surprises you very much because that's the very field you're working in at present. You like me a lot and want my project to be a big success, so you put your arm around my shoulder and say to me, "Linda, I think the most important thing that you absolutely have to do for your project to be a success is . . ."

Now instruct participants to write endings to that statement on 3 x 5 cards. Ask participants to volunteer to share their instructions to you with the entire group. This will both spark discussion and limit it to keep it on target. Rereading this advice is an excellent source of guidance as the project progresses.

The Benefits of Framegaming

The benefits of Framegaming are obvious. It is an enjoyable activity which may include any number of participants. Because involvement is structured and active, all participants are forced to contribute and no one member is likely to dominate. The group is more likely to feel an ownership of the results and share a greater understanding of the process of administrative decision-making due to their involvement in the process. Finally, Framegames may be adapted to suit very particular needs and structured for a variety of uses from alternative generating to consensus-forcing.

In Closing

A final word of warning may be appropriate. The Framegame is sort of a "Frankenstein Approach" to equity planning in that you may be creating a monster. Don't ask for this kind of individual response unless you intend to take it to heart. Participants are more likely to remember the alternatives and solutions generated in this acticity because they develop in a way that is both interesting and fun. Also, don't underestimate the power of the feeling of ownership that develops in a group-generated response. You may harness this enthusiasm to your best advantage, but ignoring it (or worst yet, trying to fight it), may cause more hard feelings than if you had done nothing at all. For more information concerning Framegaming, please refer to the writing of its developers, Diane Dormant and Sivasailam Thiagarajan.

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